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ABSTRACT

The purposes of the survey conducted of the special education classes in Scarborough, Ontario were to provide information describing academic achievement and personal and social adjustment of students in special classes, and to investigate parents' attitudes toward special class programs. Of the 789 students enrolled in 11 kinds of special classes, 102 randomly selected students from Behavioral, Opportunity, and Perceptual classes and the 46 students enrolled in Multiply Handicapped and Special Primary Opportunity Classes constituted the sample. School marks were obtained, teachers filled out a personal and social adjustment inventory and questionnaire for each student (the latter indicated the extent to which special class students were included in regular school activities), and parents filled out the personal and social adjustment inventory and answered questions concerning their feelings toward and evaluation of special classes. Academic achievement (teachers' evaluation) by subject for students in each class was compared to normal grade level achievement, and it was concluded that the great majority of children were making better progress than would be achieved in regular classes. This was true for social aspects of learning as well as academic learning. Most parents were strong supporters of special classes. (KW)

EC032374

ED050531

To the Chairman and
Members of the Education Committee:

Re: An Evaluation of Scarborough's Special Classes

Attached is a report giving an evaluation of Scarborough's Special Classes as requested by Dr. R. F. Stackhouse at Meeting #12 of the Education Committee on October 26, 1970.

J. J. Henderson
Superintendent of
Auxiliary Services

F. S. Cooper
Assistant Director
of Education

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Director of
Education

H. A. Scott,
Assistant Superintendent
of Auxiliary Services

JJH:HAS:vb
16/12/70

AT EDUCATION COMMITTEE MEETING #1, Monday, January 18, 1971 the attached Report was received, but discussion of this report was deferred to the next meeting of the Education Committee. (Meeting #2, Monday, February 8, 1971).

EC032374

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An Evaluation of Scarborough's Special Classes

I. INTRODUCTION

At Meeting #12 of the Education Committee on October 26, 1970, Dr. R. F. Stackhouse requested that an evaluation of special classes be prepared at an early date.

In the time available it was impossible to make a complete assessment of the 789 pupils now attending 11 kinds of special classes in Scarborough. However, it was possible to make a random selection of 102 pupils from among those who met the criteria explained in Section III of this report. 46 other pupils were added to these. The total sample of 148 pupils is statistically large enough to yield a reliable survey.

The report is arranged as follows:

I. Introduction
II. Purposes of Survey
III. Procedure
IV. Analysis Relating to Academic Achievement and Personal and Social Adjustment
V. Implications
VI. Survey of Parents Whose Children Attend Multiply Handicapped or Special Primary Opportunity Classes
VII. Parents' Observations of How the Special Class Program Has Affected the Child's Progress
VIII. Summary and Conclusions
IX. Appendices "A" to "E"

Mr. V. H. Garcia, Assistant Supervisor of Special Classes, provided leadership for the many Special Education personnel who assisted in the preparation of this report. Dr. H. J. Dilling, Research Consultant, helped to design and interpret the study. The results, obtained and assembled in a very short time, are truly the product of a team effort.

II. PURPOSES OF SURVEY

The primary purpose of this survey is to provide information which will describe what is being accomplished in special classes. The areas surveyed are as follows:

(a) Academic achievement
(b) Personal and social adjustment

The second purpose of the survey is to provide information which might indicate how the parents receive special class programs for their children.

III. PROCEDURE

Selection of Students

A random sample of 102 pupils was selected as representative of the following types of classes:

(a) Behavioural
(b) Opportunity (Primary, Junior, and Intermediate)
(c) Perceptual

Only the children who had been admitted to these classes prior to December 31, 1968, and who are presently enrolled in special classes were considered for this survey. As of October 31, 1970, there were 362 children who met these criteria. The random sample was taken from these 362 children.

Also, the 46 pupils presently enrolled in Multiply Handicapped and Special Primary Opportunity Classes were included in a survey requested of the parents. Separate implications are discussed under Section VI of this report.

Collection of Data

School marks (estimated grade level in October, 1970) were obtained from the special class teachers of the 102 pupils by means of a form that was distributed for this purpose. In addition to this, the special class teachers were asked to fill out a personal and social adjustment inventory and a questionnaire for each student.

The personal and social adjustment inventory was designed by Hayball[1], using a list of independent personality traits. For an explanation of the terms used to describe each trait, reference may be made to Appendix A.

The questionnaire was comprised of five items designed to indicate the extent to which special class students were included in the regular school program and activities. Appendix C contains a sample of the teachers' survey form.

In addition to the measures mentioned above, the parents of each child surveyed were sent a form which included the personal and social adjustment inventory mentioned above and a questionnaire which contained two to four items designed to indicate the extent to which the parents receive special class programs for their children. Appendix D and Appendix E contain samples of the parents' survey form.

[1]H. L. Hayball and H. J. Dilling, Study of Students from Special Classes Who Have Been Returned to Regular Classes. Scarborough Board of Education Research Report: January, 1970.

Treatment of Data

Students were divided into the three groups specified previously (Behavioural, Opportunity, and Perceptual).

For the analysis relating to criteria of success, the percentage of students above, at, and below the expected level in each subject was calculated for each of the three groups. The procedure for establishing the three categories was as follows. Since the criteria for grade expectancy for children in Opportunity Classes is based on mental age, the most recent intelligence quotient for each Opportunity class student was used to determine mental age as of October 31, 1970. "At grade level" was defined as being no more than one grade above or below the expected grade based on mental age as of October 31, 1970 (e.g. a student who is 10-7 chronologically with an I.Q. of 70 would have a mental age of 7-5. The grade expectancy for this student is 2.2). For the example used, a range from Gradel.2 to Grade 3.2 would be acceptable for "at grade level" expectancy in any subject.

These cut-off points are based upon studies that suggest that about two-thirds of students in a particular grade are generally found within a range from one grade below to one grade above the expected grade. For our example then, "above grade level" would be Grade 3.3 and above, and "below grade level" would be Grade 1.1 and below.

The criteria for grade expectancy for Behavioural and Perceptual Class students is based on chronological age only because admission to such classes excludes the factor of limited intellectual potential. Therefore, "at grade level" was defined as being one grade above or below the expected grade based on chronological age as of October 31, 1970 (e.g. a student who is 10-7 chronologically would be expected to achieve at a Grade 5.2 level). For the example used, a range from Grade 4.2 to Grade 6.2 would be acceptable for "at grade level" expectancy in any subject. The rationale for this procedure has been mentioned above. Furthermore, "above grade level" would be Grade 6.3 and above, and "below grade level" would be 4.1 and below.

Average scores in each area of the personal and social adjustment inventory were calculated and the results were presented in the form of graphs. The teachers' responses to the five-item questionnaire were presented as percentages of teachers giving each of the two possible responses. Parents' responses to the similar two-item and the four-item questionnaires were dealt with in the same way.

The free responses made by the parents as to how they felt special class placement had helped their children were presented to a group of three judges, Mrs. Gretchen Brewin, Scarborough School Board Trustee (Ward 5), Dr. T. Lofft, Scarborough Community Psychiatric Consultant, and Dr. M. Powell, Assistant Medical Officer of Health for the Borough of Scarborough. These judges reviewed all of the parents' survey forms and together determined whether each parental response was positive (supportive of special class programs), negative (opposed to such programs), or neutral. Parents' responses were then presented as percentages of parents giving each of the three possible responses. Typical responses of all three types are quoted in Section VI of this report.

IV. ANALYSIS RELATING TO ACADEMIC ACHIEVEMENT AND PERSONAL AND SOCIAL ADJUSTMENT

TABLE I

ACHIEVEMENT BY SUBJECT (TEACHERS' EVALUATION) FOR STUDENTS IN OPPORTUNITY CLASSES (N = 76)

Subject	% Above Expected Grade Level	% At Expected Grade Level	% Below Expected Grade Level	Total N
Reading	6.6%	67.1%	26.3%	76
Spelling	6.6%	67.1%	26.3%	76
Mechanical Arithmetic	9.2%	71.1%	19.7%	76
Arithmetic Problems	5.3%	65.8%	28.9%	76
Averages	6.9%	67.8%	25.3%	76

(a) Level of Achievement

Table I shows level of achievement by subject for students in Opportunity classes. It is evident that the majority of students in Opportunity classes are achieving at expected grade level. This trend is most evident in Mechanical Arithmetic.

TABLE II

ACHIEVEMENT BY SUBJECT (TEACHERS' EVALUATION)
FOR STUDENTS IN PERCEPTUAL CLASSES (N = 18)

Subject	% Above Expected Grade Level	% At Expected Grade Level	% Below Expected Grade Level	Total N
Reading	-	11.1%	88.9%	18
Spelling	-	11.1%	88.9%	18
Mechanical Arithmetic	-	22.2%	77.8%	18
Arithmetic Problems	-	16.7%	83.3%	18
Averages	-	15.3%	84.7%	18

Table II shows level of achievement by subject for students in Perceptual classes. Here the trend noted above is reversed, with the majority of students achieving below expected grade level.

TABLE III

ACHIEVEMENT BY SUBJECT (TEACHERS' EVALUATION)
FOR STUDENTS IN BEHAVIOURAL CLASSES (N = 7)

Subject	% Above Expected Grade Level	% At Expected Grade Level	% Below Expected Grade Level	Total N
Reading	-	42.9%	57.1%	7
Spelling	-	28.7%	71.3%	7
Mechanical Arithmetic	-	14.3%	85.7%	7
Arithmetic Problems	-	28.7%	71.3%	7
Averages	-	28.7%	71.3%	7

Table III shows level of achievement by subject for students in Behavioural classes. There is much more variation from subject to subject displayed here than in either of the two preceding tables. The majority of students are achieving below expected grade level in Mathematics and almost half of them are achieving at expected grade level in Reading. However, the over-all trend is achievement below expected grade level in these subjects.

(b) Personal and Social Adjustment

Figure 1 shows the average score for students in each group on each section of the personal and social adjustment inventory, along with the over-all average, according to the perceptions of the teachers. A fact to bear in mind in interpreting the scores is that there are no pretest results available. Therefore, it is impossible to determine the magnitude of gain which, indeed, might be most significant in a subgroup with the lowest scores before special class placement occurred. This can be determined only by the teacher from his or her knowledge of the child's development since special class placement was made.

It would appear, that, at least on the over-all average, students in all groups are about equally well adjusted. However, when individual personality and adjustment factors are considered, some variations are evident. For example, students in Opportunity classes, in comparison with those from Perceptual and Behavioural classes, have higher "restraint" scores, lower "ascendance" scores. (For explanation of the terms used to describe the various factors in the personal and social adjustment inventory, see Appendix A.)

Summarized information on the personal and social adjustment items from the parents' questionnaire is not presented in this section. The interested reader is referred to Appendix B for these data.

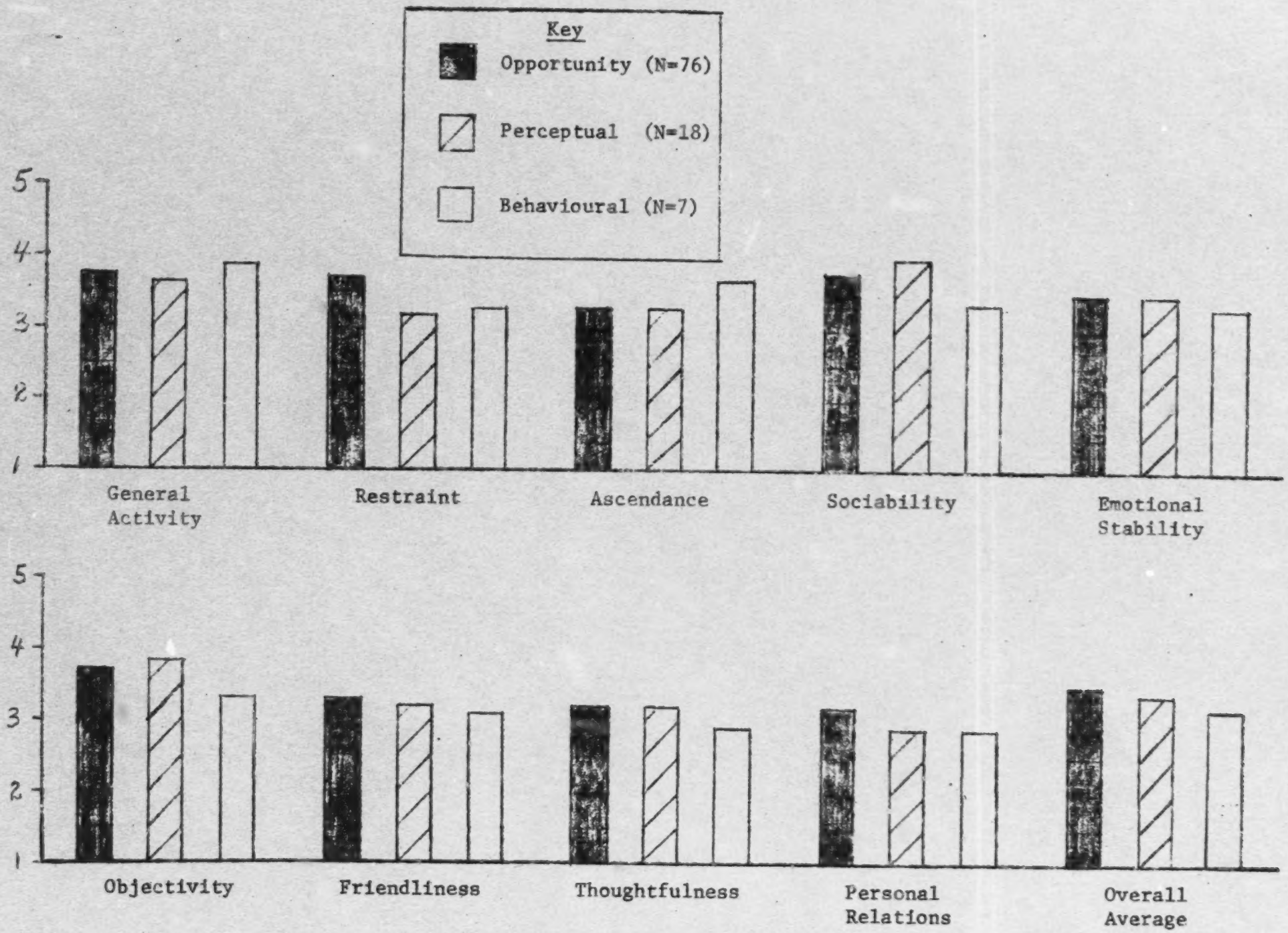

Figure 1. Personal and Social Adjustment

1 - Never; 2 - Very Seldom; 3 - Occasionally; 4 - Much of the time; 5 - Almost Always

TABLE IV

TEACHERS' SURVEY OF SPECIAL CLASS PUPILS

Question	Response	Individual Program: Behavioural No.	Behavioural %	Opportunity No.	Opportunity %	Perceptual No.	Perceptual %
1. Does this pupil integrate with a regular grade class for any subject?	Yes	5	71.4%	35	46.1%	14	77.8%
	No.	2	28.6%	41	53.9%	4	22.2%
2. Does this pupil engage in any intramural or extra-curricular activity within the school?	Yes	-	-	30	39.5%	3	16.7%
	No	7	100%	46	60.5%	15	83.3%
3. Does this pupil appear happy with his present placement?	Yes	7	100%	75	98.7%	18	100%
	No	-	-	1	1.3%	-	-
4. Do the parents seem to support this pupil's placement?	Yes	7	100%	70	92.1%	17	94.4%
	No	-	-	1	1.3%	1	5.6%
	Unknown	-	-	5	6.6%	-	-

(c) Teachers' Questionnaire

Responses to questions related to the teachers' observations about the students in special classes are presented in Table IV.

It would appear evident that although children are placed in segregated special classes for individual programs, the majority of the Behavioural and Perceptual class children, and almost half of the Opportunity class children do in fact spend part of each school day with the regular grade students.

With regard to the item which surveyed intramural and extra-curricular activity of special class students, the Opportunity class students are seen to be more involved with these activities than either the Behavioural or the Perceptual class students.

In analyzing the responses for the items dealing with teachers' perceptions of students' happiness and parental support, it would appear that only one student is seen as unhappy with his or her placement and the parents of only one student are perceived as not supporting the special class placement.

TABLE V

INTEGRATION OF SPECIAL CLASS
PUPILS WITH REGULAR GRADES

Subjects	Types of Classes		
	Behavioural (N = 5)	Opportunity (N = 35)	Perceptual (N = 14)
1. Art	40%	40%	43%
2. Industrial Arts	40%	3%	-
3. Mathematics	-	9%	37%
4. Music	-	46%	-
5. Physical Education	80%	91%	71%
6. Reading & Spelling	-	23%	43%
7. Science	40%	9%	14%
8. Social Studies	40%	6%	14%

Table V shows the extent of integration for those students who integrate with regular grade students. It is evident that the majority of these students join regular grade students of Physical Education and Art. Whereas almost half of the Opportunity class students who integrate, do so in Music, neither of the two other groups integrates for this subject. Integration for Reading and Spelling appears to include more Perceptual class students than Opportunity class students, but none of the Behavioural class students integrates for Reading and Spelling.

Table V also shows that the Opportunity class students integrate with the regular grade students in more subject areas than either of the other two groups.

(d) Parents' Questionnaire

(1) Behavioural, Perceptual, and Opportunity Classes

TABLE VI

PARENTS' SURVEY ABOUT SPECIAL CLASSES

Question	Response	Individual Program					
		Behavioural		Opportunity		Perceptual	
		No.	%	No.	%	No.	%
1. Our child seems to enjoy his (her) present special class	Yes	3	75.00%	37	92.50%	9	90.00%
	No	1	25.00%	3	7.50%	1	10.00%
	No Response	-	-	-	-	-	-
2. We have seen improvement in our child's attitude toward school since he (she) has been in a special class	Yes	4	100.00%	32	80.00%	9	90.00%
	No	-	-	5	12.50%	1	10.00%
	No Response	-	-	3	7.50%	-	-
3. Our child has made progress in school work since being in a special class	Yes	4	100.00%	32	80.00%	10	100.00%
	No	-	-	4	10.00%	-	-
	No Response	-	-	4	10.00%	-	-
4. Our child probably would have done just as well if he (she) had remained in a regular grade	Yes	-	-	5	12.50%	-	-
	No	4	100.00%	31	77.50%	10	100.00%
	No Response	-	-	4	10.00%	-	-

Responses to questions related to the parents' perceptions about having their children in these special classes are presented in Table VI.

It would appear that almost all of the parents perceive their children as i) enjoying their present special class placement, ii) improving in their attitude toward school, iii) progressing in school work since being in a special class, and iv) likely not to have progressed as well had the children remained in regular grades. In looking at the differences amonggroups, it would seem that the parents of the Behavioural and Perceptual class students are in greater agreement than are the parents of Opportunity class students regarding their perceptions of these items.

TABLE VII

PARENTS' SURVEY ABOUT SPECIAL CLASSES
(SPECIAL PRIMARY OPPORTUNITY)

Question	Response	Individual Program Special Primary Opp. No.	%
1. Our child seems to enjoy his (her) present special class	Yes	16	94.11%
	No	-	-
	No Response	1	5.89%
2. Our child probably would have done just as well if he (she) had remained in or entered a regular grade classroom this year	Yes	-	-
	No	14	82.35%
	No Response	3	17.65%

(2) Special Primary Opportunity Classes

Responses to questions related to the parents' perceptions about having their children in these special classes are presented on Table VII.

It is evident that almost all of these parents reported that their children seemed to enjoy their present special class, and that their children would likely have not done as well if they had remained in or had entered a regular classroom this year.

TABLE VIII

PARENTS' SURVEY ABOUT SPECIAL CLASSES

Question	Response	Individual Program Multiply Handicapped No.	%
1. Our child seems to enjoy his (her) present special class	Yes	8	100.00%
	No	-	-
2. We have seen improvement in our child's attitude toward school since he (she) has been in a special class	Yes	7	87.50%
	No	1	12.50%
3. Our child has made progress in school work since being in a special class	Yes	8	100.0%
	No	-	-
4. Our child probably would have done just as well if he (she) had remained in a regular grade	Yes	-	-
	No	8	100.0%

(3) Multiply Handicapped Classes

Responses to questions related to the parents' perceptions about having their children in these special classes are presented in Table VIII.

It would appear that almost all of the parents perceive improvement in their child's attitude toward school. All of these parents reported that their children enjoyed their present special class, have made progress in school work since being in a special class, and would likely have not progressed as well if they had remained in a regular grade.

V. IMPLICATIONS

(a) Behavioural Class Program

In order to understand the implications which result from this survey, it is necessary to be aware of some background information with respect to Behavioural classes.

1. Criteria for Placement: Pupils with average or above average ability who are unable to function adequately in the regular classroom due to emotional problems are placed in Behavioural classes.

2. Aims and Objectives:

(i) to provide a school placement for children with learning disabilities related to emotional causes,

(ii) to provide an individual academic program which will permit each child to progress,

(iii) to create a learning environment which will allow each child to overcome or learn to cope with his or her emotional problems,

(iv) to allow each child to retain a close relationship with his peer group through a program of integration,

(v) to return each child to the regular school program as soon as he or she demonstrates that this level has been attained.

TABLE IX

SPECIAL CLASS ENROLMENT
(Metro. classes excluded)

Percentages expressed as the percentage of
Borough Elementary School Population Figures
(Figures as of June each year)

Individual Programs	1966		1967		1968		1969		1970	
	No.	%	No.	%	No.	%	No.	%	No.	%
Behavioural	8	.02%	29	.06%	41	.08%	38	.07%	43	.07%
Multiply Handicapped	-	-	-	-	8	.02%	12	.02%	13	.02%
Opportunity	527	1.05%	563	1.08%	529	.99%	527	.96%	576	1.00%
Perceptual	8	.02%	41	.08%	48	.09%	66	.12%	69	.12%
Special Primary Opp.	-	-	-	-	-	-	-	-	16	.03%
Special Reading	-	-	9	.02%	8	.02%	7	.01%	6	.01%
	543	1.09%	642	1.23%	634	1.19%	650	1.18%	723	1.25%

DISCUSSION

Table IX shows the percentage of elementary school children who have been placed in Behavioural classes in each of the academic school years since 1966. It is evident that the enrolment in these classes has increased since 1966, and that the percentage of Elementary school pupils requiring such a program has remained relatively constant since 1967.

Table X shows the number of students from Behavioural classes who have been returned to regular grade since 1967. It would appear that the fifth aim and objective for this type of programs has continually been achieved each year. The success of some of these students has been studied by Hayball[2].

With regard to the other four aims and objectives for Behavioural classes, this present survey would seem to imply the following about the students presently enrolled in these classes:

(i) Academic achievement in the basic subjects is below expected grade level for many of the students even though they have been in these special classes prior to December 31, 1968,

(ii) Many of these children are engaged in some type of integration program with regular grade students,

(iii) A relatively average level of personal and social adjustment is attained by this group,

(iv) The parents of these students seem generally to approve and support this form of educational programming,

(v) All of the parents feel that their children would not have done as well if they had remained in the regular grade program.

(b) Opportunity Class Programs

The following background information about Opportunity classes is presented in order to assist the reader to understand the implications which result from this survey:

1. Criteria for Placement: Students who have already repeated a grade and are still unable to progress satisfactorily, (including educable retarded and slow learning children) are placed in Opportunity classes.

2. Aims and Objectives:

(i) To provide an individual academic program which will permit each child to progress,

(ii) To allow each child to retain a close relationship with his peer group through a program of partial integration,

(iii) To return any child to the regular school program whenever he or she has demonstrated that this level has been attained.

[2]Hayball, H.L., op. cit.

DISCUSSION

Table IX shows the percentage of elementary school children who have been placed in Opportunity classes in each of the academic school years since 1966.

It is evident that although the elementary school population has increased since 1966, the actual percentage of pupils enrolled in the Opportunity classes has decreased slightly during the past four years.

TABLE X

SURVEY OF SPECIAL CLASS PUPILS
WHO HAVE RETURNED TO REGULAR GRADE

Metro classes and newly instituted programs omitted
(all figures as of June each year)

Special Class Individual Program	1967-68 No.	1967-68 %a	1968-69 No.	1968-69 %	1969-70 No.	1969-70 %
Behavioural	14	34.1%	8	21.1%	7	16.3%
Opportunity	20	3.8%	14	2.7%	6	1.0%
Perceptual	17	35.4%	24	36.4%	22	31.9%
Multiply Handicapped	1	12.5%	-	-	-	-
Special Reading	2	25.0%	1	14.3%	7	70.0%

[a] Percentages are expressed as the percent of pupils in each type of class who were returned to regular grade

Table X shows the number of students from Opportunity classes who have been returned to regular grade since 1967. Factors relating to the significance of the decrease in the percentage of Opportunity class students who have returned to grade may be inferred from Hayball's[3] study. Hayball has shown that Opportunity class students continue to underachieve when they are returned to regular grade. This information may have affected the selection of students who were returned to grade in September, 1970.

With regard to the aims and objectives for Opportunity classes, the present survey appears to imply the following about the students presently enrolled in these classes:

[3]Hayball, H.L., op. cit.

(i) A little more than two-thirds of these students are achieving at expected grade level in the basic subjects,

(ii) Almost half of these students are engaged in some type of integration program with regular grade students,

(iii) A relatively high-average level of personal and social adjustment is attained by this group,

(iv) The parents of these students seem generally to approve and support this form of educational programming,

(v) Most of the parents of these students reported that they have seen an improvement in their child's attitude toward school and that actual progress in school work has been made,

(vi) Many of the parents of these students feel that their children would not have done as well if they had remained in the regular grade program.

(c) Perceptual Class Programs

The following background information about Perceptual classes is presented in order to assist the reader to understand the implications which result from this survey:

1. Criteria for Placement: Pupils with average or above-average ability who are unable to proceed in the regular classroom due to specific perceptual problems which interfere with learning are placed in Perceptual classes.

2. Aims and Objectives:

(i) To create a learning environment which will allow each child to overcome, or learn to cope with, his or her perceptual problems,

(ii) To provide an individual academic program which will permit each child to progress,

(iii) To allow each child to retain a close relationship with his peer group through a program of integration,

(iv) To return each child to the regular school program as soon as he or she demonstrates that this level has been attained.

DISCUSSION

Table IX shows the percentage of elementary school children who have been placed in Perceptual classes in each of the academic school years since 1966. It is evident that the enrolment in these classes has increased significantly since 1966. This trend is supported by the present demand for space in these classes. For example, as of November 15, 1970, there were 20 children on a Waiting List for placement in Perceptual classes.

Table X shows the number of students from Perceptual classes who have been returned to regular grade since 1967. It is evident that the fifth aim and objective for this type of program has continually been achieved each successive year. The success of some of these students has been studied by Hayball[4].

With regard to the other four aims and objectives for Perceptual classes, this present survey would seem to imply the following about the students presently enrolled in these classes:

(i) Academic achievement in the basic subjects is below expected grade level for many of the students even though they have been in these special classes prior to December 31, 1968,

(ii) A little more than three-quarters of these students do integrate with regular grade pupils on a regular basis,

(iii) Only a small percentage of these pupils become involved with intramural or extra-curricular activities within the school,

(iv) An average level of personal and social adjustment is attained by this group,

(v) The parents of these students seem to approve and support this form of educational programming,

(vi) All of the parents feel that their children would not have done as well if they had remained in the regular grade program.

VI. SURVEY OF PARENTS WHOSE CHILDREN ATTEND MULTIPLY HANDICAPPED OR SPECIAL PRIMARY OPPORTUNITY CLASSES

(a) Multiply Handicapped Classes

The following background information about Multiply Handicapped classes is presented in order to assist the reader to understand the implications which result from this survey:

1. Criteria for Placement: Pupils who have basically the same handicaps as Opportunity class pupils, but also display evidence of emotional problems which may be compounded by medical or physical problems are placed in Multiply Handicapped classes.

[4]Hayball, H.L., op. cit.

2. Aims and Objectives:

(i) To provide a school placement for children who might alternatively require placement in residential treatment or institutional settings,

(ii) To provide an individual program for each student in order to allow each child to develop to his or her maximum potential.

DISCUSSION

Table IX shows the percentage of the elementary school population who have required placement in Multiply Handicapped classes since 1966. It might appear that, prior to 1968, Scarborough did not require this type of special class. This inference is not valid because, prior to September, 1968, multiply handicapped children were in one of the following situations: (i) voluntarily withdrawn from school by the parents, (ii) attending schools for retarded children, (iii) attending public or private treatment centres, (iv) inappropriately retained in opportunity classes. As a result of Special Education staff planning, parental requests, and support from the Provincial Department of Education, Multiply Handicapped classes were established in September, 1968.

Table X shows the percentage of students who have returned to the regular grade program. It is significant that one child has been returned to the regular grade program even though one might infer from the placement criteria that these students would be least likely able to reach the required level of success. (This is an indication that none of the Scarborough special classes is a "locked-in" program.)

Since the present survey techniques of measuring academic achievement are difficult to apply as a measuring device for students in Multiply Handicapped classes, only the parents were surveyed.

With regard to the aims and objectives for children in Multiply Handicapped classes, this present survey would imply the following about students presently enrolled in these classes:

(i) All of the parents feel that their children would not have done as well if they had remained in a regular grade program,

(ii) Most of the parents reported that they have seen evidence of progress in school work since their child was placed in these special classes,

(iii) All of the parents reported that they support this type of educational programming.

(b) Special Primary Opportunity

The following background information about Special Primary Opportunity classes is presented in order to assist the reader to understand the implications which result from this survey:

1. Criteria for Placement: Pupils of legal school age who have been diagnosed by the appropriate staff, and who have demonstrated that they are presently unable to be maintained in the regular kindergarten or first grade program, are placed in Special Primary Opportunity classes.

2. Aims and Objectives:

   (i) To provide a school placement for young children who might alternatively require placement in residential treatment or institutional settings.

   (ii) To provide a diagnostic-educational setting for young children which will allow each child to demonstrate his or her individual abilities in order to ensure that the most appropriate educational programming will ensue.

DISCUSSION

Table IX shows the percentage of the elementary school population who have required placement in Special Primary Opportunity classes since 1966. As was the case noted above, it appears that, prior to 1970, Scarborough did not require this type of special class. Again, this inference is not valid because, prior to September, 1969, these children were in one of the following situations: (i) voluntarily withdrawn from school by the parents, (ii) attending special nursery schools even though they were of legal school age, (iii) attending private treatment centres, and (iv) inappropriately retained in regular kindergarten programs.

The Special Primary Opportunity classes are in only their second year of operation. None of the students enrolled in this program during the school year 1969-70 was placed in a regular grade program in September, 1970. However, as a result of one year's placement in this program, as of September, 1970, two students were transferred to Behavioural classes, one was transferred to a Multiply Handicapped class, three students were transferred to Opportunity classes, two were referred for extensive observation in in-patient treatment centres, one student was placed in a Metro Aphasic class, and seven students remained in the Special Primary classes for a second year.

TABLE XI

PARENTS' SURVEY OF AREAS OF PROGRESS FOR SPECIAL PRIMARY OPPORTUNITY CLASS STUDENTS (N = 17)

	Responses to evidence of progress	
	Response	No Response
1. Oral Language	11	6
2. Emotional Growth	11	6
3. Social Adjustment	10	7
4. Speech	12	5
5. Coordination	10	7

Table XI shows the parents' responses to the five items which indicate the areas of improvement which have been noted in the students surveyed. (see Appendix E). It would appear that the parents perceive that many of the children have progressed in all of the five areas surveyed. In fact, the parents of only one child have not perceived progress in any of the five areas since their child began in this program in September, 1970.

With regard to the aims and objectives for Special Primary Opportunity classes, this present survey would seem to imply the following:

(i) These classes can provide a type of diagnostic-educational setting for a small group of very exceptional children who might otherwise require more expensive facilities or might be required to be retained in other school programs which might be quite inappropriate,

(ii) These students can be retained within the school system,

(iii)The parents of these children do seem to support this form of educational programming.

VII. PARENTS' OBSERVATIONS OF HOW THE SPECIAL CLASS PROGRAM HAS AFFECTED THE CHILD'S PROGRESS

The parental survey form contained a free-response section which gave the following instructions: "Summarize your feelings about how the special class program has affected your child's progress."

TABLE XII

PARENTS' SURVEY RETURNS

	No. Survey forms sent out	No Survey forms returned	Percentage Return
1. Behavioural	7	4	57%
2. Opportunity	77	40	52%
3. Perceptual	18	10	56%
4. Multiply Handicapped	17	8	47%
5. Special Primary Opportunity	29	17	59%

Table XII shows the percentage of parental survey returns which were received as of November 30, 1970. It should be noted that the parents were give only fifteen (15) days in which to respond and return these forms; however, about fifty per-cent of the parents did return these forms.

TABLE XIII

PARENTS' SURVEY RETURNS

(Categorization of free-response comments in 77 questionnaires returned)

Type of Comment	Number	Percentage of 77 Questionnaires
Positive	65	84%
Negative	6	8%
Neutral	6	8%
	77(2 not included	100%

Table XIII shows the responses to the free-response section mentioned above (See Appendix D).

Typical Positive Comments

(1) "We are very pleased with the educational opportunities offered _____. Without them, with her hyper-activity, etc; she would no doubt have been termed ineducable. We also appreciate the very special teachers. Their interest and dedication make us very grateful."

(2) "It has helped our child to get involved with other people and the surroundings around her in school and at play. It also has made her aware of the responsibility that she has at home. All in all, it has made her aware of what's around her."

Typical Negative Comments

(1) "We do not really approve of the special class. How can they be graded? When you are asked what grade you can just shrug your shoulders. We don't know too much about what he really knows in Spelling and Arithmetic..... I don't see why they can't be kept in their own school."

(2) "We feel a class of misfits can't help each other, whereas in a regular class one misfit can observe and learn how our so-called regular children behave and conduct themselves, both in lessons and deportment."

Typical Neutral Comments

(1) "I personally think the special class program was good for my child concerning him going at his own pace but has had a tremendous effect on his mental health as he has the feeling of being inferior to the other regular grade kids."

(2) "We were referred to Toronto Psychiatric by (family physician) because we felt the short test done at first by your department was not enough to go on..... _____ has come a long way; we're just not sure whose hand to shake first."

VIII. SUMMARY AND CONCLUSIONS

102 special class pupils selected at random, plus 46 children in I.P.(s.p.o.) and I.P.(m.h.), were surveyed for academic achievement and/or personal and social adjustment. Questionnaire results received from teachers and parents reveal that the great majority of children are making better progress than would be achieved in regular classes. This applies to both academic and social aspects of learning.

The stated aims of the various kinds of special classes are generally being achieved. In some cases, children who otherwise could not have been admitted to the public school system have been able to show sustained progress. Most parents of children in special classes are strong supporters of such classes.

Several parental suggestions which accompanied the questionnaire results may prove to be of value to Special Education Services; all will receive careful study. Scarborough's new "Comprehensive" classes may do much to meet the oft-stated parental concern for the undesirable effects resulting from segregation from the pupils' regular schools.

The Scarborough Board of Education is providing much needed and sincerely appreciated educational opportunities for hundreds of children who might otherwise be condemned to cruel disappointment and intolerable frustration. It is a wise investment in our borough and our country.

APPENDIX A

DESCRIPTION OF PERSONALITY TRAITS USED AS BASIS FOR PERSONAL AND SOCIAL ADJUSTMENT INVENTORY

As a result of considerable research in the area, Guilford identified ten relatively independent personality traits.[1] Of these ten, nine were chosen to be used as the basis on which to build the personal and social adjustment inventory used in this study.

The nine traits, with descriptive adjectives for each, are listed below.

1. General activity: hurrying, liking for speed, liveliness, vitality, production, efficiency
2. Restraint: serious, deliberate, persistent, *vs.* carefree, impulsive, excitement-loving
3. Ascendance: self-defense, leadership, bluffing, speaking in public, *vs.* submissiveness and hesitation
4. Sociability: many friends, seeking friends and social activities, seeking limelight, *vs.* few friends, shyness
5. Emotional stability: evenness of moods, optimistic, composure, *vs.* fluctuation of moods, pessimism, daydreaming, excitability, feelings of guilt, worry, loneliness, and ill health
6. Objectivity: thick-skinned, accurate, observing, *vs.* hypersensitive, self-centered, suspicious, having ideas of reference
7. Friendliness: tact, acceptance of domination, respect for others, *vs.* hostility, resentment, desire to dominate, and contempt for others
8. Thoughtfulness: reflective, observing of self and others, mental poise, *vs.* interest in overt activity and mental disconcertedness
9. Personal relations: tolerance of people, faith in social institutions, *vs.* fault-finding, uncooperative, suspicious, self-pitying

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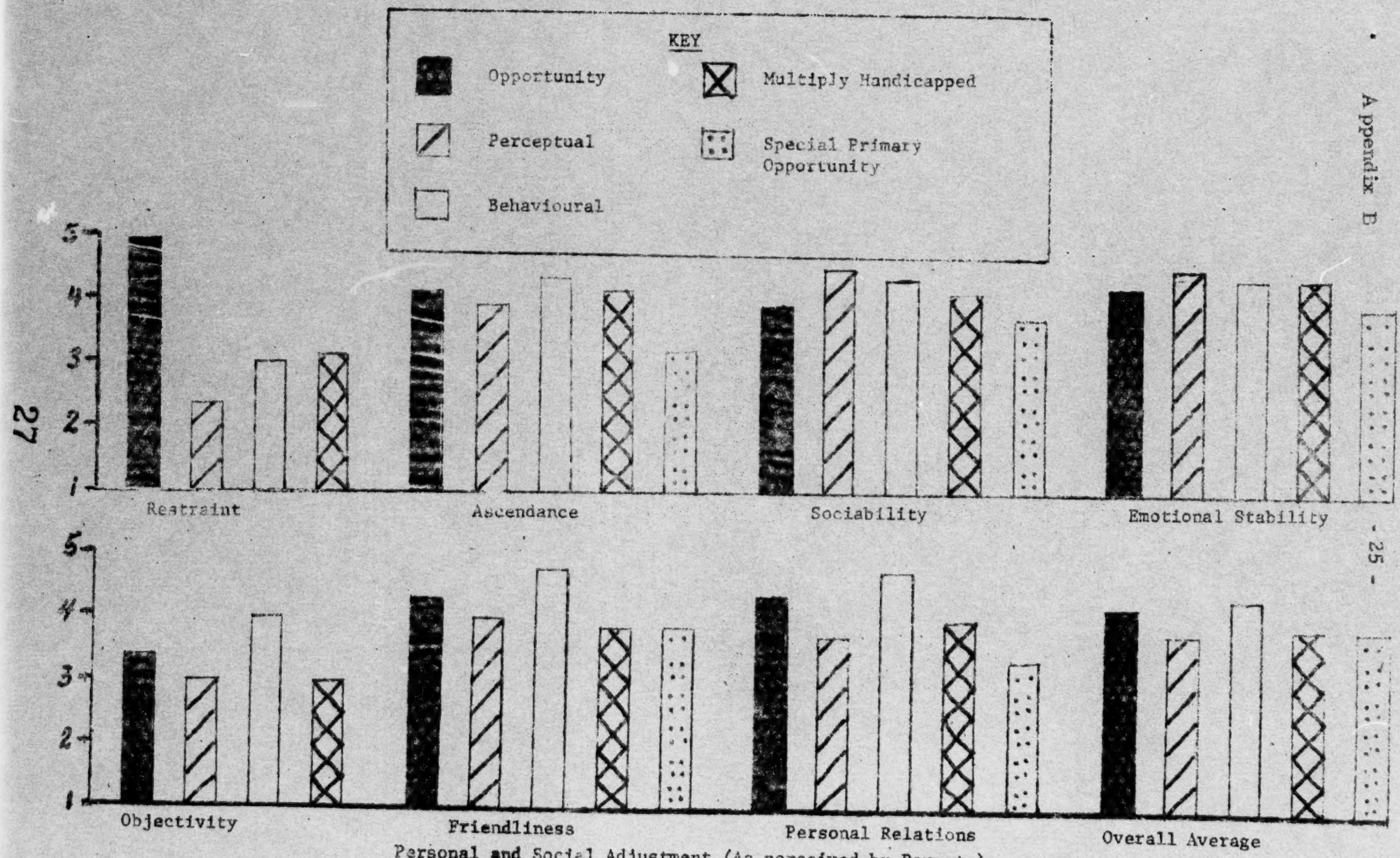
[1] Georgia Sachs Adams, Measurement and Evaluation in Education, Psychology, and Guidance. New York: Holt, Rinehart and Winston, 1964.



Personal and Social Adjustment (As perceived by Parents)

1 - Never; 2 - Very Seldom; 3 - Occasionally; 4 - Much of the time; 5 - Almost Always

Appendix C

EVALUATION OF ACHIEVEMENT AND ADJUSTMENT

(TEACHER'S FORM)

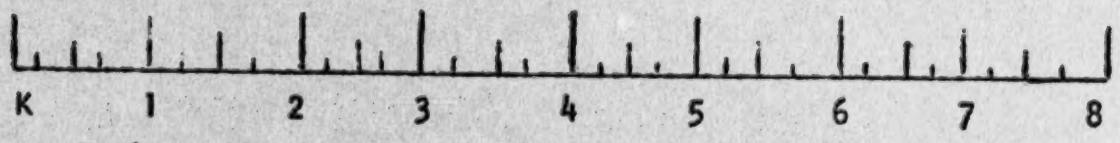
1. PUPIL'S NAME_____ 2. CLASS_____ 3. TEACHER_____

4. ACADEMIC ACHIEVEMENT

DIRECTIONS: *Please indicate the grade level at which the pupil is performing in each subject by cutting the scale with a red line at the appropriate point. Use the results of a recent achievement test or your own estimate of the pupil's performance in each subject.*

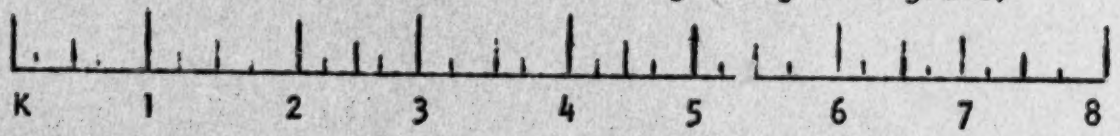
Subject

(a) Reading

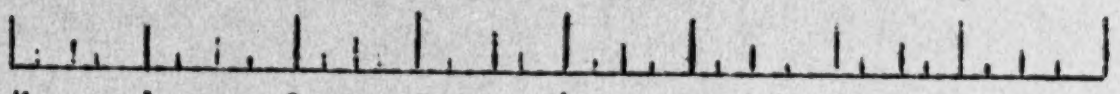


(Each numeral indicates the beginning of a grade)

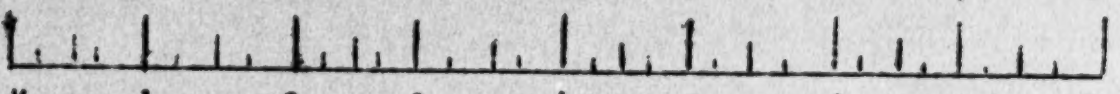
(b) Spelling



(c) Mechanical Arithmetic



(d) Arithmetic Problems



	Yes	No
(e) Does this pupil integrate with a regular class for any subject?	☐	☐
(f) Does this pupil engage in any intramural or extra curricular activity within the school?	☐	☐
(g) Does this pupil appear happy with his present placement?	☐	☐
(h) Do the parents seem to support this pupil's placement?	☐	☐

(i) In which subjects does this pupil integrate? _____

_____

_____

5. PERSONAL AND SOCIAL ADJUSTMENT

DIRECTIONS: *Please circle the numeral which represents the frequency of occurrence for each behaviour.*

Rating Scale

1 = Never
2 = Very seldom
3 = Occasionally
4 = Much of the time
5 = Almost always

(a) Reacts in a constructive manner to criticism or suggestion.	1 2 3 4 5
(b) Accepts responsibility, takes initiative, or volunteers.	1 2 3 4 5
(c) Displays cheerfulness and good humour.	1 2 3 4 5
(d) Completes assignments.	1 2 3 4 5
(e) Defends his (her) point of view when it is disputed.	1 2 3 4 5
(f) Adapts easily to new situations (parties, trips, unanticipated changes in routine).	1 2 3 4 5
(g) Is attentive in class.	1 2 3 4 5
(h) Becomes discouraged when things do not turn out as expected.	1 2 3 4 5
(i) Gives some thought to actions, before engaging in them.	1 2 3 4 5
(j) "Plays hookey" from school.	1 2 3 4 5
(k) Is generally productive.	1 2 3 4 5
(l) Is very anxious when taking tests.	1 2 3 4 5
(m) Shows ability to concentrate.	1 2 3 4 5
(n) Respects rules laid down by teachers and principals.	1 2 3 4 5
(o) Is well organized and careful.	1 2 3 4 5
(p) Shares with others	1 2 3 4 5
(q) Seeks friends and social activities.	1 2 3 4 5

Rating Scale

1 = Never
2 = Very seldom
3 = Occasionally
4 = Much of the time
5 = Almost always

(r) Usually quickly forgives wrongs done to him (her).	1 2 3 4 5
(s) Exhibits good sportsmanship in games.	1 2 3 4 5
(t) Displays hostile behaviour.	1 2 3 4 5
(u) Shows regard for feelings of others.	1 2 3 4 5
(v) Contributes to group activity or discussion.	1 2 3 4 5

PERSONAL AND SOCIAL DEVELOPMENT

(PARENT'S FORM)

1. NAME_____

DIRECTIONS: *Please circle the numeral which best indicates how your child usually behaves in the following situations:*

Rating Scale

1 = Never
2 = Very seldom
3 = Occasionally
4 = Much of the time
5 = Almost always

(a)	Reacts in a constructive manner to criticism or suggestion.	1 2 3 4 5
(b)	Accepts responsibility, takes initiative, or volunteers.	1 2 3 4 5
(c)	Displays cheerfulness and good humour.	1 2 3 4 5
(d)	Defends his (her) point of view when it is disputed.	1 2 3 4 5
(e)	Adapts easily to new situations (parties, trips, unanticipated changes in routine).	1 2 3 4 5
(f)	Is well organized and careful.	1 2 3 4 5
(g)	Shares with others.	1 2 3 4 5
(h)	Seeks friends and social activities.	1 2 3 4 5
(i)	Usually quickly forgives wrongs done to him (her).	1 2 3 4 5
(j)	Shows regard for feelings of others.	1 2 3 4 5

2. PARENTAL SURVEY

DIRECTIONS: *Please check the appropriate box.*

		Yes	No
(a)	Our child seems to enjoy his (her) present special class.	☐	☐
(b)	We have seen improvement in our child's attitude toward school since he has been in a special class.	☐	☐
(c)	Our child has made progress in school work since being in a special class.	☐	☐

	Yes	No
(d) Our child probably would have done just as well if he (she) had remained in a regular grade.	☐	☐

3. Summarize your feelings about how the special class program has affected your child's progress.

_____

_____

_____

_____

_____

_____

_____

_____

_____

You may call Dr. W. F. Koerber (266-3111; local 313) if there are any questions regarding this Survey.

Signed_____

Signed_____

Please use the enclosed self-addressed envelope and return this form immediately to: Dr. W. F. Koerber
Director of Special Education Services
Scarborough Board of Education
2472 Eglinton Avenue East
Scarborough, Ontario

Appendix E

PERSONAL AND SOCIAL DEVELOPMENT

(PARENT'S FORM)

1. NAME _____

DIRECTIONS: Please circle the numeral which best indicates how your child usually behaves in the following situations:

Rating Scale

1 = Never
2 = Very Seldom
3 = Occasionally
4 = Much of the time
5 = Almost always

(a) Accepts responsibility, takes initiative, or volunteers 1 2 3 4 5

(b) Displays cheerfulness and good humour 1 2 3 4 5

(c) Adapts easily to new situations (parties, trips, unanticipated changes in routine) 1 2 3 4 5

(d) Shares with others 1 2 3 4 5

(e) Seeks friends and social activities 1 2 3 4 5

(f) Shows regard for feelings of others 1 2 3 4 5

2. Check the appropriate areas in which you have seen your child progress this year:

(a) Oral Language ☐

(b) Emotional Growth ☐

(c) Social Adjustment ☐

(d) Speech ☐

(e) Co-ordination ☐

3. PARENTAL SURVEY

DIRECTIONS: Please check the appropriate box

	Yes	No
(a) Our child seems to enjoy his (her) present special class	☐	☐

3. continued..

(b) Our child probably would have done just as well if he (she) had remained in or entered a regular grade classroom this year

Yes ☐ No ☐

4. Summarize your feelings about how the special class program has affected your child's progress

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You may call Dr. W. F. Koerber (266-3111, local 313) if there are any questions regarding this survey.

Signed _____

Signed _____

Please use the enclosed self-addressed envelope and return this form immediately to: Dr. W. F. Koerber,
Director of Special Education Services,
Scarborough Board of Education,
2472 Eglinton Avenue East,
Scarborough, Ontario